**LIT SURVEY RESULTS**

1. **THE TYPE OF TIMETABLE**

|  |  |  |
| --- | --- | --- |
| **FIXED** | **ROLLING** | **AMBIVALENT** |
| **32** | **5** | **4** |

**COMMENTS**

**FIXED**

* Better for part time staff (15)
* As a part timer I work in other schools and a fixed timetable allows for this. As a part timer, I would need to look after my income
* Fixed, because benefits are greatest for the most people x2
* Fixed - too hard for instrumental teachers
* I want fixed and whole school days just spread out over the week
* 5 day week – same thing every Mon, Tues, etc.
* More flexible
* Easier to know schedule
* Easier for students and staff (2)
* Easier for staff planning and student organisation
* Less confusing for staff and students(5)
* Easier to manage and remember
* Easier to understand for Yr 7
* Students know what they have and what they need to bring
* Kids know what day it is consistently
* More predictable for families
* Consistency – either Wk 1 or 2 (2)
* Allows for wider range of subjects to be offered
* Most straightforward in terms or organization
* Allows us to timetable days
* Accommodates VCAL/VET (6)
* Structure is important, It provides clarity for students
* Need to rotate Sport Days etc
* Has same periods/days all the time
* Possible to arrange a term with no Alt Ed day, which has an equal number of each days per term- no need for CU days
* Fixed TT would eliminate the complexity of Alt.Ed Days where some students are learning and others are doing extra-curricular activities

**ROLLING**

* Rolling because it allows flexibility
* I just see that a rolling timetable just adds to the confusion
* No nasty period last thing Friday, every Friday. Rolling timetable allows this to alter (3)
* If student’s fixed interruption eg. music lessons, then they don’t miss the same class each week
* Adds flexibility & maintains continuity
* Don’t lose same classes due to public hols etc.
* Rolling -only w/out catch-up days

**AMBIVALENT**

* Which ever option allows greater benefit for all concerned (2)
* Which ever suits the choice of number of periods in a day and the number of lines offered
* Either, both have Virtues

1. **THE NUMBER OF PERIODS IN A DAY**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **5** | **6** | **7** |
| **3** | **13** | **25** | **0** |

**COMMENTS**

It is always a balance between conflicting needs

**6 PERIOD DAY**

* Even breaks for staff and students 2-2-2 (3)
* Even spacing allows for doubles at any point in the day
* It is an even number – a balanced day (3)
* Period is long enough for meaningful, in-depth lessons, but does permit a double period for eg Home Eco
* Because period length is tolerable and even beneficial for yr 7 & 8
* Still long enough to get things done
* Younger students are too easily distracted in longer periods
* Students need frequent contact time to develop knowledge
* students could have most of their classes every day
* 6 or 7 periods allows for some doubles throughout the cycle, 5, 10 or whatever
* Greater/better continuity (2)
* Doubles awesome 100 mins for prac subjects
* 100min doubles long, but better than 120 mins
* Better doubles
* good length for doubles2x50 good length for a double (4)
* Length of period suits maths/science. But also suitable for Arts/Prac subjects
* See VCE kids more often
* More periods, you see the students more often (2)
* It increases the number of contact times per week, this is better for VCE (currently may get 7-8 days between classes which is too long)
* Seeing students regularly is an advantage (2)
* I Like 60 mins, I see the students more often
* This is good timing for maths/science sybjects
* Better continuity with classes
* To suit prac lessons in Art/ Visual Communication, give several doubles in Senior Classes only
* The periods not too long
* Good length of period
* Some short periods can be useful
* 8 extra minutes for recess or homeroom or later start to allow for buses

**5 PERIOD DAY**

* Do 60’ lessons have doubles? Because for Art/VCAD they would be too long at any level
* It’s simple – not too long or short for the majority of classes
* Better spread reduces “long” classes , but gives enough time to get things done
* allows for shorter time per period which means more effective teaching and more spread of lessons
* only one after lunch
* Allows extra lessons for Pastoral Care, Assemblies etc.
* Continuity and balance between duration and frequency (see VCE classes more often)
* Length of 60 mins seems best, especially for 7 – 10 students
* 60 mins lessons, NO DOUBLES (maths)
* Good balance between enough time for ideas to be developed and consolidated & yet not too long that time is wasted
* greater no of contact lessons (2)

**4 PERIOD DAY**

* Likes four, but would compromise to 5.
* Can cater for several different learning styles in the one lesson
* Can occasionally go in-depth in a particular topic
* easier to keep students focused
* wouldn’t want 2 hour doubles
* more work time, therefore more learning
* less disruption during the day

1. **THE ARRANGEMENT OF PERIODS IN A DAY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** | **OWN\*** |
| **0** | **1** | **14** | **22** | **0** | **3** |

**(\* SEE APPENDIX 1)**

**COMMENTS**

* Homeroom at the end of the day is vital as last port of call for students and teachers – keep tabs on kids work, uniform etc and Pastoral Care
* Pastoral time doesn’t need to be at start of the day, better prioritized at the end
* Breaks equal length, not called Lunch and Recess
* Great idea calling Lunch and Recess “Breaks”
* Similar to structure now, and allows for double periods if needed
* Need for some doubles in Senior Classes
* Could work Doubles prior to lunch, only Singles after lunch
* Students get breaks at regular times/intervals there is a balance to the day and students have the ability to get their things done on time
* Balanced Schedules
* Possible to have doubles that are not over break periods. Lessons wouldn’t be too long. People can go to the toilet/have a quick drink between lessons

**B:**

* One 60 min lesson, with Recess after Pd 1 – particularly good for students who leave home early and/or don’t eat breakfast
* 11am is too late for these students
* This choice means lunch is earlier

**C:**

* Better balance with one period after lunch
* Lengthen Recess, shorten lunch
* A longer Recess to allow staff & students time to eat an adequate lunch
* Better teaching/learning done before noon
* 1 period after lunch only
* 1 period after lunch decreases the “last period of the day” syndrome
* 1 period after lunch best when focus and attention is waning (3)
* My first choice if we go to five periods per day
* room for doubles and singles
* could use afternoons for assemblies, sport and only 1 class/period is affected
* suits my leaning towards a 5 period day. However, may add to traffic and increase student loads and between breaks
* lots to consider

**D:**

* Want 6 pds, but can’t see a way of achieving this for lunch to be at a reasonable time
* My first choice if we go to 6 pds a day
* An equal distribution of class times give the flexibility to provide 3 options for double periods
* I support an equal break for lunch & recess
* I like Symmetry in a day
* allows for doubles at any time in the day (2)
* Breaks up the day
* Concern about how late Recess and Lunch might be and how long they will be
* much more suitable for educational needs of junior students
* could link more closely to Primary School times
* great even set-up through the day (3)
* can pair the lines
* could have homeroom in P1
* greater contact with students therefore time spent on revision may not be as necessary
* prac doubles for Tech and Art are a good length
* learning time is optimised
* well balanced

1. **THE NUMBER OF DAYS IN A CYCLE**

|  |  |  |
| --- | --- | --- |
| **9** | **10** | **AMBIVALENT** |
| **10** | **26** | **1** |

**COMMENTS:**

**9 DAY CYCLE:**

* Like Alt Ed Days on Fri
* Like the Catch Up Day – gives an even playing field (3)
* Day ) important for other activities such as Cadets, 7/8 activities, special days important to school, 11/12 revision
* Like the Zero Day
* I like it how it works now

**10 DAY CYCLE:**

* Would correct current problems with timetabling
* Offers stability
* More teaching time
* No Zero Day (2)
* More Structured
* Idea of Catch up day is absurd – once you’ve missed a day it’s gone
* No Catch Up Days
* Catch up days are confusing
* Closer to fixed timetable
* Lessons aren’t bunched together or missing. I’ve had 3 classes that miss 2 weeks of lessons with zero day and Alt Ed days (SOSE)
* Easy for kids to remember when they have things I don’t like the concept of zero days, as they allow for too much time wasting eg yr 11 & yr 12. I recognize they are good for year level excursions, however this can still be done. I don’t like how you don’t know which partners are here etc
* Makes it easier to plan out your lessons
* Is there a strong reason why we don’t have a five day cycle?
* Week 1 and Week 2 arrangements far less confusing than any order of rolling timetable o9r a timetable with catch up days
* Or 10 day – week A and Week B type – but do not need to choose a 9 day cycle
* Week 1 or week 2
* on 7 lines & 6 periods a day there are 4 periods per cycle which could allow for pastoral, assembly and other events at respective Yr levels
* more flexible
* 10 days in a fortnight
* ‘I think’ - prefer a 5 day cycle as it is less confusing for students and families. Don’t need to check where school is starting at the beginning of terms, etc.
* gives more certainty of classes that will run rather than worrying which catch-up it is

**AMBIVALENT**

* Don’t know – Depends upon subjects & lines first
* No strong feeling either way
* No preference

**5: MISCELLANEOUS PERIODS**

**USE OF MISCELLANEOUS PERIOD(S)**

* Pastoral Care (23)
* Homeroom
* Careers Yrs 11&12
* RE for Yr 11&12
* RE (2) RE if we go to 6 lines
* Teacher Advisor Interviews
* Student Progress Monitering
* Sports Activities for each Yr Level
* Assembly
* House Assemblies, sub school and whole school assemblies (23)
* House Assemblies, 4 different venues at the same time
* Year Level Assemblies – addressing issues related to particular Year Level
* Life skills, motivation, study skills, independent learning (4)
* Cadets (8)
* Admin/housekeeping (3)
* Liturgies/Masses (3)
* Activities that would otherwise take time out of classes eg X Country, (but this has demonstrably not worked out)
* Community Service (2)
* Guests
* Senior Study
* Junior Sport (2)
* House Competitions
* As now
* Replace Homeroom
* More structured than currently
* depends how often, they were available for
* not as free spare periods to suit peoples’ loads then to mandate attendance

**NO MISCELLANEOUS PERIOD**

* Don’t need them
* Remove them
* None
* Students have a strong opinion about getting away from having a Misc. Pd
* They are a problem – just killing time
* can’t think what these periods are useful for

**TIMING OF MISCELLANEOUS PERIOD**

* As they see fit – before Recess or Lunch
* Doesn’t really matter especially if our day is organized so that students are not late due to buses
* Two in the afternoon blocked together for Sport /Cadets
* Depends what they are for – if pastoral program it shouldn’t matter
* End of Day
* Not first thing in the morning
* Period 1 (2)
* first thing in the morning
* in the morning
* Before lunch (9)
* Before lunch on Wed
* After lunch
* Last period Friday (2)
* Middle of the day
* Wed Pd4 in a 6 period day
* Wed afternoon
* No preference
* not sure (2)
* Same as now (Pd before lunch)
* Not after lunch
* Just before recess
* P3
* is there one?
* When VCAL students are present

**6: YOUR SAY**

* I really like 5 Pds a day, I think everything should work around that
* On the RE issue, I think the current RE structure /delivery/student engagement on this subject is not good and needs changing
* I like both models 6 line, 5 Pds, 60’ 7 Pds, 6 Lines, 6 Pds, 50’ 9 Pds, 3 Rem???
* 6x50’ per Day, 100’ Doubles, 12 Recess 34 lunch 56???

6 lines with 8 rem 6 lessons. Rem 6 used for 11 & 12 RE, 9 & 10 Cadets, 7 & 8 Jr. School Activities and Misc/Pastoral. This structure would get rid of Alt. Ed days, allowing theoretically for the fixed timetable. At VCE giving the Rem 6 to RE and Misc also gives students 4 electives not 3

* 6 lines, 5 Pds, 2 – 2 – 1
* Either 5 0r 6, depending on how doubles would go and how many
* Time to collate/ Welfare and Learning
* Yr 10 – RE Unit 1 + compulsory Unit 1&2 subject

Yr 11 – RE Unit 2 + Optional 3&4 subject

Yr 12- RE 3&4 Optional

* Need to look at presentation of RE in Yr 12
* Model C: 5Pds Per Day – allows more freq contact w/o leaving them with basic knowledge of the subject???
* 8 Pds 6 Rems, 6 Pds per Day. There is flexibility to use the remainder period for a variety of programs. This could support the SWIT and the idea of having afternoon sport for JS
* 6 lines, 6 periods and 6 remainders. The remainders allow for a good pastoral/homeroom relationship, cover the RE requirement
* The ten day fixed fortnightly timetable seems to be the best fit. Are our VCE students trying to do too many subjects, this lowering our VCE final results? What is really happening when students have a free period
* There was a 6 period 6 line model that had 6 remaining periods. I liked that concept for RE/Pastoral/cadets
* 6 lines, 3 Rem, 1 for Assembly, 2 for pastoral Care
* Fixed, 6 Pds – but open to other models if they are put forward by staff
* Fixed, 5 Pds, 10 Day, 2 – 2 – 1
* 5 Pds, 60 mins
* 6 lines – more time for VCE
* 6 lines, as long as Yr 12 do 5 & Yr 11 do 6 choices of main subjects. Do have concern about the implications for 9&10 subjects
* 10 Days, no catch up day
* Like the idea of same length for Recess & Lunch (2)
* No Mon morning Assemblies – instead this done I Assembly Pd
* There are a number of models which would be an improvement on the current system. Any model that increases contact episodes ( even if not improving contact time (mins) would be very beneficial
* Will Art/Tech push for double periods??

**CONCLUSION:**

**Based on the numbers alone, the following preferences emerge:**

**A 10 Day, Fixed Timetable with 6 periods a day arranged as follows:**

**Home : Pd 1 : Pd 2 : Recess : Pd 3 : Pd 4 : Lunch : Pd 5 : Pd 6**

**APPENDIX 1: THE ARRANGEMENT OF PERIODS IN A DAY:**

**SUGGESTED ALTERNATIVES**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **2 (2)** | **3 (2)** | **4** |
| **PD 1** | **PD 1** | **PD 1** | **HOME ROOM** |
| **PD 2** | **PD 2** | **PD 2** | **PD 1** |
| **HOME ROOM** | **BREAK/RECESS** | **RECESS** | **PD 2** |
| **BREAK** | **PD 3** | **HOME ROOM** | **LUNCH (11.15AM)** |
| **PD 3** | **PD 4** | **PD 3** | **PD 3** |
| **PD 4** | **BREAK/LUNCH** | **PD 4** | **PD 4** |
| **BREAK** | **HOME ROOM** | **LUNCH** | **RECESS** |
| **PD 5** | **PD 5** | **PD 5** | **PD 5** |
|  |  | **PD 6** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5** | **6** | **7** | **7** |
| **HOME** | **Pd 1 /Roll Call (60 Mins)** |  |  |
| **PD 1** | **RECESS**  **(30 Mins)** |  |  |
| **PD 2** | **Pd 2 (60 Mins)** |  |  |
| **RECESS** | **Pd 3 (60 Mins)** |  |  |
| **PD 3** | **Pd 4 (60 Mins)** |  |  |
| **PD 4** | **LUNCH**  **(60 Mins)** |  |  |
| **LUNCH** | **Pd 5** |  |  |
| **HOME ROOM** |  |  |  |
|  |  |  |  |